New Teacher Program – Online Learning Needs Analysis

Welcome to the DEECD Supporting New Teachers Program. In order to *get the most* from this learning experience together we invite you to share your thoughts via the following survey. This will help us to design professional learning that will build on and extend the existing knowledge and know-how of the group and pave the way for your confident return to teaching.

Professional Profile

Name:

Email:

Teaching and learning responsibilities of my current role:

School:

Mentor:

Strengths, Capabilities and Learning Needs

Responding to the following prompts will help us to learn about you, your strengths and what you bring to the learning community, some of your views about education and your professional learning needs and interests.

*1. I want to be a teacher who …*

*2. The personal strengths and capabilities I bring to teaching are…*

*3. The most significant challenge/s I have faced so far has/have been…*

*4. The areas of my practice I would most like to strengthen are…*

*3. The evidence/observations that have most helped me to better understand the learning needs of my students have been….*

*5. One significant thing I have learned so far about myself as a teacher is..*

*6. I know my teaching has worked well when…*

*7. I want to create the type of learning environment that…*

*7a. This means I…*

*8. The* ***three*** *most important things that need to be present for me to learn best are…*

*9. Something else you should know about me…*

Where am I now?

The following prompts will help identify where you are *now* in relation to a range of contemporary teaching capabilities that are prioritised in Victorian government schools (as identified in the e5 instructional model). Responding to these prompts will help us to adapt the program to better address the needs of the group and help you consider where you might want to strengthen your practice. These prompts relate to your previous practice and existing capabilities:

1. Whenever I begin with a new group of students I take the time to develop and negotiate a set of shared norms with them to guide our classroom interactions.
2. I always assess students’ prior knowledge and their readiness for learning.
3. I negotiate and clearly establish learning intentions and goals with students.
4. I design learning for students which encourages them to critically analyse what they are learning and to become aware of *how and why they think what they do* – this means I develop students’ metacognitive capacity.
5. I’m confident I can create the conditions for and prompt student inquiry.
6. I’m confident I can scaffold, structure and support student inquiry.
7. I can readily sustain student engagement and learning momentum.
8. I design opportunities that challenge students to learn new things.
9. I recognise the importance of developing language and literacy skills and actively pursue strategies that target these areas.
10. I foster and build students’ capacity to make connections between concepts, the curriculum and ways of learning.
11. I create the conditions for students to engage in rigorous and substantive conservations that take them deeper into their learning.
12. I design and facilitate learning which promotes higher order thinking.
13. I monitor and respond to the progress individual students are making in relation to our learning goals.
14. I am adept at designing and using assessments that measure and track student performance against curriculum standards.
15. I create opportunities for students to critically appraise, reflect on and evaluate their own work.
16. When I think about returning to teaching I am very confident that I have the knowledge, skills and dispositions to succeed.

***Some things to discuss/consider***

a) Is the above language the most suitable – any suggested changes?

b) What is the best form for response Scale? This scale needs to be relevant to both an initial baseline and a final program evaluation. It also needs to be able to be represented quantitatively. Examples could range as follows: I’m not sure what this means; Not yet; To a small extent; To a moderate extent; To a reasonably strong extent.

c) Responding to all capabilities could be overwhelming. An alternative could be to a) identify the three areas you feel your capabilities are strongest and b) identify two areas where you would like to develop your capabilities through your professional learning this year.